Second Grade Standards Based Report Card Guidance
English Language Arts

3=Meets Proficiency Demonstrates mastery of grade level standard accurately, consistently, and independently. *Examples below represent a 3.	2=Approaching Proficiency Demonstrates partial understanding of grade level standard.	1=Below Proficiency Demonstrates minimal or no understanding of standard at grade level.

Students are expected to demonstrate proficiency multiple times using similar examples.

Standard	Example
Reads and spells unpredictable vowel teams when reading and writing	Unpredictable vowel teams have two different sounds for each team. Examples: brief/pie beach/sweat cloud/touch flow/clown broom/good few/blew *Unpredictable vowel teams are underlined.*
Reads and spells predictable vowel teams when reading and writing	Predictable vowel teams have one sound for each team. Examples: coach, might, toe, green, brain, clay, join, boy, vault, claw *Predictable vowel teams are underlined.*
Reads and spells vowel-r when reading and writing	When a vowel is followed by an r, the r changes the sound that the vowel makes. The vowel is called an r-controlled vowel. Sometimes teachers refer to the "r" as the "bossy r" because the r "bosses" the vowel to make a new sound. Examples: bark, corn, herd, girl, surf, fair, care, beard, sphere, soar, chore *Vowel with r patterns is underlined.*
Reads and spells complex consonants and past tense when reading and writing	Complex Consonant Examples: catch, each, back, cell, camp, gym, game, knee, gnat, wrap, crumb *Complex consonants are underlined.* Past Tense Examples: stamped ("ed" says a "t" sound) & moaned ("ed" makes a "d" sound)
Reads grade level high frequency words with automaticity	Student reads 100 second grade high frequency words automatically.
Reads grade level text with accuracy and fluency to support comprehension	Student reads at benchmark (106 words correct per minute) on a second grade leveled passage with appropriate expression, phrasing, and smoothness.

Asks and answers questions on <u>literature</u> text to demonstrate understanding of central message, characters, and comparing and contrasting stories	Literature is fiction. Student successfully asks and answers questions before, during, and after reading about the text. • Central message is the moral, lesson, or theme of the story. • Characters are the people or animals in the story. • Comparing is finding what is similar about stories. • Contrasting is telling what is different about stories.
Asks and answers questions on <u>informational text</u> to demonstrate understanding of main idea and comparing and contrasting, and has understanding of text features.	Informational is nonfiction. Student successfully asks and answers questions before, during, and after reading about the text. • Main idea is what the text is mostly about. • Compare (similar) and contrast (different) information in the text. • Use text features (heading, graph, chart, key words, diagram, etc) to help understand the topic better.
Determines the meaning of words and phrases as they are used in grade level text (multiple meaning, synonym, antonyms, context clues, word parts, unknown word)	Multiple meaning words are words that have more than one meaning. • Examples: bat, row, rock, sink, shake Synonyms are words with the same or almost the same meanings. • Examples: big/large, start/begin, frigid/cold Antonyms are words with opposite meanings. • Examples: calm/excited, noisy/quiet, fun/boring Context clues are words in the sentence that help you determine the meaning of an unknown word; • Examples: In the sentences below, you can figure out the meaning of the underlined word using the other words in each sentence. The fish swarm in the large <u>stream</u>. The <u>wealthy</u> woman gave money to the poor children.
Writes informative/explanatory text with an introduction of a topic, facts and definitions, and a conclusion	Informative/Explanatory writing is nonfiction writing about a topic. Student successfully writes an informative/explanatory writing that introduces the topic, facts and definitions used to develop points, and a conclusion.
Writes opinion pieces with an opinion stated, support with reasons including details connected to the opinion, and a concluding statement	Opinion writing is writing about how the writer feels on a topic. Student successfully writes an opinion writing that states their opinion, give reasons to support the opinion, and a conclusion.
Writes narratives with a situation, characters, a short sequence of events, organization, and closure	Narrative writing tells a story. Student successfully writes a narrative writing that focuses on an event or short sequence of events. Details are present that help to describe thought, actions, and feelings. The writing has a beginning, middle, and end.
Chooses words and phrases for effect and to appeal to an audience when writing informative/ explanatory/ opinion/ narratives	Voice • The writing shows feelings and emotions. Word Choice • The words used are descriptive and creat a clear mental picture. Example: Bats are creepy, Bats are scary. Bats do not seem sanitary; Bats in dismal caves keep warm. Bats remind us of a swarm Of insects coming to attack. To bats I say, "Stay back! Stay back!" Author: Anonymous
Demonstrates grade appropriate understanding of grammar, capitalization, punctuation, and spelling	Examples: Adjective, adverbs, capitalization, commas, contractions, irregular plural nouns and verbs, possessives, complete and compound sentences, end punctuation